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Third annual report of the Bureau of Industries and Immigration for the twelve months ended September 30, 1913. Reprinted from the thirteenth annual report of the Commissioner of Labor. (New York: N. Am. Civic League, 1914. Pp. 74.)

Statistique internationale du mouvement de la population d'après les registres de l'état-civil (1901-1910). Vol. II. (Paris: Impr. Nationale. 1913. Pp. xxxviii, 163, 298.)

Social Problems and Reforms

Royal Commission of Canada on Industrial Training and Technical Education. Report of the Commissioners. Four volumes. (Ottawa: Printed by order of Parliament. 1913. Vol. I, pts. 1 and 2, pp. 437; vol. II, pt. 3, pp. 569; vol. III, pt. 3 cont., pp. 623; vol. IV, pt. 4, pp. 716.)

These volumes contain the report of a royal commission appointed, in 1910, "for inquiry . . . into the needs and present equipment of Our Dominion of Canada respecting industrial training and technical education, and into the systems and methods of technical instruction obtaining in other countries." It was made up of Dr. James W. Robertson (chairman) and M. Gaspard De Serres of Montreal, Hon. John M. Armstrong of North Sydney, Dr. George Bryce of Winnipeg, Gilbert M. Murray, Esq. and James Simpson, Esq. of Toronto, and David Forsyth, Esq. of Berlin, Ontario, with Thomas Bengough as secretary.

This commission, after making an extensive investigation of educational conditions in Canada, proceeded to England, Scotland, Ireland, Denmark, France, Germany, Switzerland, and the United States. The members were received with much cordiality, and seem to have been very zealous not only in visiting schools and other institutions and in collecting printed matter bearing upon industrial and technical education, but also in interviewing a large number of persons having experience with, or opinions concerning, this important topic. While much of the material gathered is valuable, the decision of the commission to publish it practically in full seems unfortunate, since the impression given to the reader is one of confusion and repetition, as well as of inordinate bulk.

A sort of guide to this maze of information is found, however, in the excellent summary occupying less than 50 pages of the first volume. Here are condensed those subsequent chapters which seem to the commission of prime importance, and appended to each of these chapter summaries are its opinions and recommendations.

From this digest, therefore, may be gleaned most of the real fruits of this exhaustive official inquiry.

The educational program which the commission recommends for Canada is a large and, from the immediate viewpoint, an expensive one; but in a country of such vast agricultural and industrial promise, all wise present outlay for vocational training will bring, without question, hundredfold return. The fact that Canada is practically at the beginning of her development makes the installing of a comprehensive system easier than in an older community. Such a system requires, however, as the commission points out, not only close supervision by, but also generous financial support from, the central government.

Basing their recommendations upon a sound exposition of the real purpose of education, the commissioners advocate the appropriation of not less than \$350,000 a year for ten years to assist the existing elementary schools in the improvement of their curricula, and in the introduction of drawing, manual training, nature study, experimental science, and pre-vocational work. Upon this foundation of a broader elementary training, the commission would erect, by means of a "Dominion Development Fund" to which the Parliament of Canada should contribute \$3,000,000 a year for ten years, a comprehensive structure of vocational education, providing: (1) for those who are to remain at school in urban communities, intermediate industrial schools, trade schools, "coördinated technical classes" (on the Cincinnati plan), technical high schools, and technical colleges; (2) for those who are at work in urban communities, continuation and part-time schools, evening technical schools, apprentice schools (corresponding to the corporation schools of the United States), extension lectures and correspondence study courses; and (3) for agricultural communities, rural high schools, district agricultural and housekeeping schools, agricultural colleges, and instruction by traveling agents and by correspondence. They point out the importance, also, of some educational stimulus for those workers in factories whose main task is to attend machines, in order that their lives may not be stunted by the monotony of their occupation.

The commission recognizes both the importance and the difficulty of securing adequate teaching along vocational lines, and would have the Dominion give every encouragement and aid, on the one hand to skilled workers who are ready to fit themselves for teaching, and on the other hand to successful teachers who desire to

secure by actual experience the needed technical skill. They are insistent, moreover, upon the active participation in this proposed vocational training of those individuals who, through intimate, practical knowledge of the various industries involved, are peculiarly fitted to coöperate with the school authorities in the supervision of this new type of education.

While undoubtedly the appointment of this commission was largely for the purpose of stimulating Canadian manufactures, the members seem fully to have realized the present preponderance of agriculture, mining, and the fisheries; and have made excellent recommendations both for preparing youth for efficiency along these lines, and for giving a better training to those already occupied in these three leading branches of Canadian industry.

The publication of these volumes should have a profound effect not only upon the future of Canada, but also (this country of infinite possibilities to the north being the chief industrial rival of the United States) upon our own development; and it may be that the commissioners saw reasons not obvious to the outsider for placing before the Canadian public all the evidence upon which their sound recommendations are based. Otherwise, it would appear, as already stated, that a single volume, embodying in clear sequence mature conclusions digested from this heterogeneous mass of material, would have been more effective with the governmental authorities of Canada, as it certainly would have been more attractive and comprehensible to the average reader.

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NEW BOOKS

- BABSON, R. W. *The future of the churches, historic and economic facts.* (Boston: Babson Statist. Organ. 1914. Pp. 103. \$1.)
- BENKERT, C. *Die Entwicklung des Dresdner Wohnhauses vom 16. bis zum Ausgang des 18. Jahrhunderts.* (Munich: Duncker & Humblot. 1914. 3 M.)
- VON BIEBERSTEIN, F. M. *Die Sparpflicht für Minderjährige und die Wohnungsfrage.* (Jena: Fischer. 1914. Pp. vi, 130. 2.50 M.)
- BULKEY, M. E. *The feeding of school children.* (London: Bell. 1914. 3s. 6d.)
- CAPEN, E. W. *Sociological progress in mission lands.* (New York: Revell. 1914. Pp. 293. \$1.50.)
- CARLTON, F. T. *The industrial situation. Its effect upon the home, the school, the wage-earner, and the employer.* (New York: Revell. 1914. Pp. 159. 75c.)